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names are wanting in the Index of Authors. Thus, in spite of a great deal of labor expended *con amore* in getting together material, the work falls short of being the continuation or expansion of the chapter on Counting, in Tylor's *Primitive Culture* doubtless intended by the author. Yet in spite of all this, and of the fact that many may hesitate to subscribe to the idea that "the study will be found to be quite complete," the book is full of interest and is deserving of a place in the teacher's library. Although the very thing in which the reader might naturally be most deeply interested, the origin of his own and the classical number words, is barely mentioned, the various scales used by the savage tribes of the present century are attractively presented and are relieved by a running comment which frees them of monotony. The subjects specially considered are Counting, Number System Limits, Origin of Number Words, Miscellaneous Bases, and the Quinary and Vigesimal Systems; and the fact that over a hundred authors are mentioned in the footnotes shows that some interesting material has been gathered.

TO THE EDITOR OF THE "SCHOOL REVIEW."

DEAR SIR :—I made a little discovery the other day that may be of interest to some of your readers. I had often noticed a tendency in my Latin classes to mispronounce the diphthong *æ*, saying, for instance, *pō - ē' - na*. Did anyone else ever have the same experience? The trouble is undoubtedly due to the fact that one of the first words many children learn is *poeta*. Why should this Greek loan-word be found in so many first-year Latin books?

Very truly yours,

THOS. S. COLE

CHESTER, PA.,

October 12, 1896